

# Unit Planning Guide: Grade \_\_9\_ Unit \_1\_\_ of \_6\_\_

Unit Title: Getting Started on the Right Foot	Pacing (Duration of Unit): 1-5 weeks
Grade: 9	Buffer Day(s): 4

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Use the text to provide evidence as support
- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conversations in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

**Standards (Priority Standards in bold):**

**Priority Standards**

- **RL. 9. 1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL . 9 .2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- **RI.9.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **W.9.3.a.b.c.d.e** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**WiDA Standards (ELL)**

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To be completed in collaboration with the ELL Department

<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <ul style="list-style-type: none"> <li>• <b>SL . 9 .1. a-b</b> Initiate and participate effectively in a range of collaborative discussion ( one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</li> <li>• <b>L. 9 .4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> </ul> </li> </ul> <p>Supporting Standards</p> <ul style="list-style-type: none"> <li>• <b>RL.9.4</b> Determine the meaning or words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</li> <li>• <b>RI.9.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper.</li> <li>• <b>W.9.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• <b>W.9.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</li> </ul>	
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**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• We read and discuss other people’s stories in order to write about our own experiences.</li> <li>• Writers use figurative language to bring their stories to life for the reader.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can a piece of literature teach me about life?</li> <li>• Why is it important for people to tell stories?</li> <li>• What can I learn about writing from reading?</li> </ul>

**Acquisition (\*Mostly assessed through traditional summative assessments)**

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- Text has explicit and implicit meaning
- Ideas develop over the course of text
- Writing narratives require engaging techniques and meaningful reflection
- Collaborative discussion builds ideas and understanding
- reading strategies improve vocabulary acquisition and comprehension

**Skills:** The discrete skills and process students should be able to use independently

*Students will be skilled at:*

- Citing strong textual evidence to support analysis of what the text says explicitly and implicitly
- Determining a theme or central idea of a text
- Analyzing how authors use specific details to develop themes or central ideas
- Providing objective summaries of texts
- Writing narratives with real or imagined experiences using effective technique sequencing.
- Using narrative techniques, such as dialogue, sensory language, pacing, description, reflection, to engage and orient the reader
- Providing a conclusion that reflects on the experience
- Participating in collaborative discussion while building on others' ideas
- Determining the meaning of words and phrases through various reading strategies such as analyzing context clues